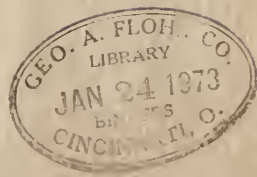


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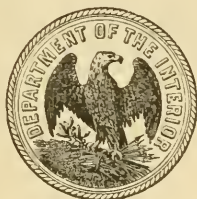
Robert C. Stone

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A STATISTICAL STUDY OF THE PUBLIC SCHOOLS OF THE SOUTHERN APPALACHIAN MOUNTAINS

By NORMAN FROST



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CONTENTS.

	Page.
Letter of transmittal	5
Introduction	7
General characteristics	7
Illiteracy	10
School enrollment attendance	11
Length of school term	13
Average number of days each child attends	15
Teachers	16
Schoolhouses	22
School expenditures	25
Private schools	27
Summary	28



LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, March 19, 1915.

SIR: The southern Appalachian Mountain region is rich in resources. Its population contains a larger per cent of native-born white persons than that of any other section of the United States. The great majority of these are of the sturdiest stocks—English, Irish, Scotch, German, and French Huguenot. The energy, native ability, and patriotism of these people are known to the world. Yet, because of historical and geographical reasons, the section as a whole is backward in development, and a large per cent of the people are illiterate. Here, as elsewhere, and probably to a greater degree than in any other section of this country, the development of natural resources and the turning of potential wealth into actual wealth must depend on the education and training of the people. To this end the people are eager to help themselves, and people of other sections are willing to help them. But neither self-help nor the efforts of others can have the best results without a better understanding of present conditions, needs, and tendencies and of the difficulties inherent in the situation. To set these forth to some extent, clearly and accurately, is the purpose of the accompanying manuscript, prepared as the result of a study undertaken for the Bureau of Education by Norman Frost, whose experience in connection with Berea College, Berea, Ky., equips him unusually well for this work. Mr. Frost did not attempt to make this study exhaustive. To do this would have required more time than was at his command and more funds than the bureau had available for this purpose. It is, however, the most extensive study of education in this section yet undertaken, and is as accurate as the material at hand would permit. Delay in publication makes some of the figures out of date by one or two years, but it is not now possible to bring them up to date. I recommend that the manuscript be published as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

THE SECRETARY OF THE INTERIOR.

A STATISTICAL STUDY OF THE PUBLIC SCHOOLS OF THE SOUTHERN APPALACHIAN MOUNTAINS.¹

INTRODUCTION.

Information concerning educational conditions in the southern Appalachian region is scattered, fragmentary, and often partisan to the assumption either that conditions are ideal or that they are inconceivably bad. The purpose of this study is to draw together the available facts in the case. Necessarily, this study is largely statistical.

The territory covered has been selected with the advice of school men familiar with conditions in the respective States. Practically all of this mountain region is included in 216 counties, lying in the 8 States of Alabama, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. These are referred to in the following pages as the "Appalachian Counties." Many of them are only partially mountainous, but are included because they lie wholly within the Appalachian region. Of these 216 counties, 98 are referred to as the "mountain counties." These include the more rugged counties, where the topography and economic conditions are most unfavorable to progress in education.

The data used in the tables are taken from the Federal Census of 1910 and from the school reports of the respective States. In every instance the latest information available has been used. In the course of the study six counties were visited. These were selected counties which might be considered as representative of the different types.

The counties visited were Buchanan and Wise in Virginia; and Blount, Cumberland, Hancock, and Hawkins in Tennessee.

Special thanks are due the county superintendents of these counties and the school officials of the respective States, for the valuable assistance they have given in obtaining desired information.

GENERAL CHARACTERISTICS.

The southern Appalachian region contains about 100,000 square miles. It is almost as large as the New England States and New York State combined; it is larger than the State of Oregon. This region extends in a northeasterly direction from a point south of Birmingham, Ala., to Maryland and Pennsylvania; and from the

¹Made in 1913. Data included was the latest available at that time—Editor.

Blue Ridge in the east to a rather indefinite line on the west, running near the middle of Tennessee and Kentucky, and the western side of West Virginia.

The character of this region varies greatly. There are broad, fertile valleys and narrow gorges; rough, precipitous mountains, and high, rolling plateaus; rich blue-grass land, and barren hillsides. The Shenandoah Valley, or, as it is often called, the Valley of Virginia, is one of the most fertile valleys in the country. Its inhabitants will tell you that it is the "dimple of the universe; a modern Garden of Eden." Many of the counties lying largely in the valley include also parts of the Blue Ridge and of the Shenandoah Mountains.

Wise County, Va., made famous by the stories of John Fox, jr., is in the main a rough, mountainous, mining county; yet a 40-acre farm about half a mile south of Coeburn sold for \$10,700 in the spring of 1913. Coeburn is a village of less than 700 inhabitants. There are, too, some 30 or 40 square miles of blue-grass land in the southern part of the county.

Hancock County, Tenn., is considered a rough, mountainous county. It has no railroad, nor even a "pike." Yet some of the valley land in Hancock is held at \$175 or \$200 an acre.

In the same way each of the counties might be considered. In each county there is diversity of conditions, and between different counties there is a still greater diversity. Any description of mountain conditions that takes into account only one kind of country must be partial and inadequate.

Mineral, timber, and water rights in the Appalachians are of great value. In most instances these rights are owned by outside interests. Large parts of the coal fields of West Virginia, Virginia, and Kentucky were bought for 50 cents an acre; \$5 was a very high price to pay. Timber was sold for prices almost as low, and water rights were practically given away. The natural resources of the mountains, where they are developed, have brought employment to the mountain people, but their real value has gone, or is going, to the capitalist outside of this region.

The people of the mountains vary as much as the country itself. There are in the entire region more than 4,300,000 persons, about 600,000 of whom live in cities of 2,500 inhabitants or more. Among other cities are Asheville, N. C., Birmingham, Ala., Chattanooga and Knoxville, Tenn., and Roanoke, Va. It is true there are feudists and moonshiners in some localities, but the region is also the home of some of the best-known statesmen, lawyers, ministers, physicians, teachers, and merchants in the United States as well as of hosts of law-abiding citizens in different walks of life. It is as difficult to find a typical mountaineer as it is to find a typical New Yorker or New Englander.

TABLE 1.—Percentages of native whites of native parentage in the Appalachian counties.

Per cent of total population.	Number of counties.								
	In Alabama.	In Georgia.	In Kentucky.	In North Carolina.	In South Carolina.	In Tennessee.	In Virginia.	In West Virginia.	In the entire region.
50-52.....	2								2
52-54.....								1	1
54-56.....									
56-58.....									
58-60.....	1						1		2
60-62.....	1								1
62-64.....									
64-66.....						1			1
66-68.....					2		1		3
68-70.....					1		1		2
70-72.....	2	1					1		4
72-74.....	1						3		4
74-76.....		1			1		1	1	4
76-78.....							1		1
78-80.....	1				1		3	1	6
80-82.....	2	1		1			3		7
82-84.....						1	1		2
84-86.....						1	3	4	11
86-88.....	2	2	1	3	3	3	1	1	13
88-90.....	4	1	1	1		5	2	4	18
90-92.....		4		6		4	3	1	18
92-94.....	2	3	1			10	5	2	23
94-96.....	1	2	6	3		7	4	2	25
96-98.....	2	2	3	7		9	3	2	28
98-100.....	1	4	19	1		5	3	6	39
Total counties included.	22	21	31	1 25	5	46	40	25	2 215

¹ Avery County has been formed since 1910 from parts of Caldwell, Mitchell, and Watauga Counties.

² Of the 215 counties, 204 have higher percentages of native whites of native parentage than their respective States. The percentages for the States are: Alabama, 55.1; Georgia, 53.3; Kentucky, 81.4; North Carolina, 67.3; South Carolina, 43.7; Tennessee, 75.7; Virginia, 64.3; West Virginia, 85.3.

In origin these people do not differ materially from the rest of the people in the States in which these mountains lie. The stock is, in the main, Scotch-Irish, with a few communities of Dutch and of Huguenots.

Most of the farmers own their land. In no county does the percentage of farms operated by owners drop below 28 per cent, and it runs as high as 92.8 per cent in one county in Virginia. In the different States the percentages in the mountain counties vary as follows:¹

Percentage of farmers in mountain counties who own their farms.

	Per cent.
Alabama.....	30.8 to 76.3
Georgia.....	28.6 to 68.9
Kentucky.....	41.9 to 75.9
North Carolina.....	52.1 to 84.4
South Carolina.....	28.0 to 40.0
Tennessee.....	47.6 to 86.6
Virginia.....	58.9 to 92.8
West Virginia.....	42.4 to 90.0

Land values vary from practically nothing to about \$200 per acre. In 63 of the 216 counties the average value is less than \$10. In no case is the average more than \$50.

A large majority of the people are native whites, and of native parentage. In the 98 "mountain" counties 94.1 per cent are of this class. In the entire region this percentage is 83.6, while in the 8 States taken together it is only 65.3. Table 1 shows the variation among the 216 counties. It is interesting to note that there are 39 counties in which 98 per cent or more of the people are native whites of native parentage. A high percentage of native whites is usually a result of isolation.

ILLITERACY.

Of the native white people 10 years of age or over in 1910, 15.9 per cent in the 98 "mountain counties" were illiterate; 12.6 per cent in the 216 "Appalachian counties" were illiterate; and 9.3 per cent in the eight States were illiterate.

In interpreting these figures it must be remembered that those for the entire States include the "Appalachian" counties, and those for the "Appalachian" counties include the "mountain" counties. The rate of white illiteracy for the eight States, excluding the Appalachian counties, is therefore much lower than 9.3 per cent. Data to determine how much lower were not available at the time this study was made.

Table 2 shows the distribution of the 216 Appalachian counties among the native white population 10 years of age or over in regard to their percentages of illiteracy.

TABLE 2.—Percentages of illiteracy among native whites over 10 years of age in the Appalachian counties.

Per cent of native white illiterates 10 years of age and over.	Number of counties.							
	In Alabama.	In Georgia.	In Kentucky.	In North Carolina.	In South Carolina.	In Tennessee.	In Virginia.	In West Virginia.
0-2							1	1
2-4	1						2	4
4-6						1	4	14
6-8		1				1	6	12
8-10	2	3	1	2		5	6	23
10-12	7	3	1	4	1	7	2	27
12-14	8	3	1	2		9	6	30
14-16		7	3	6	3	11	5	37
16-18	4	2	3	3	1	7	2	24
18-20			7	5		3	4	19
20-22		2	5	2		1		10
22-24			4	1		1		6
24-26			2					2
26-28			2					2
28-30			1				1	2
30-32								
32-34								
34-36			1				1	2
Total counties included.	22	21	31	25	5	46	40	25

¹ Of the 215 counties, 167 exceed the percentages of their respective States. The State percentages are: Alabama, 9.9; Georgia, 7.8; Kentucky, 10; North Carolina, 12.3; South Carolina, 10.3; Tennessee, 9.7; Virginia, 8; West Virginia, 6.4.

The illiteracy among native whites is used for comparison, because the figures for total illiteracy are so greatly complicated by the presence of large numbers of negroes throughout some parts of the e-

States and the relatively small number in the mountains. The people of the Appalachians are almost wholly native whites.

SCHOOL ENROLLMENT AND ATTENDANCE.

There are more than 1,500,000 children between the ages of 6 and 20, inclusive, in the Appalachian region. Of these, 65.9 per cent are reported as enrolled in school. In the 98 mountain counties, 72.3 per cent are so reported; in the eight States all together only 63.6 per cent.

These figures indicate that a larger proportion of the children are enrolled in school in the Appalachian region than in the entire eight States in general, and that in the mountain counties the enrollment is greatest of all. While there are many chances for inaccuracies in the figures themselves, those who know the section best are agreed that there is a high enrollment; the average attendance, however, is low. There is undoubtedly some duplication in enrollment; that is, the same child may be enrolled in two or more schools during the year. School district lines are not very definite, and a boy or girl who does not like one teacher may try another school. One boy told with glee of having been "fired" from three schools in two weeks' time. There is seldom any checking up of the school enrollment to prevent such a boy from attending and being enrolled in more than one school. It happens also more or less frequently that teachers fail to report the enrollment in their schools. The county superintendent usually makes an estimate. Influenced as he is by a very laudable desire to make his county compare favorably with other counties, one may readily see that his estimate will not be too low. But this practice is probably little more common in these counties than elsewhere in these States, and in many other States.

Table 3 shows the number of counties reporting the various percentages of enrollment.

TABLE 3.—*Number of children (6 to 20 years of age) enrolled from every 100 in the Appalachian counties.*

Enrolled from every 100 persons 6 to 20 years of age.	Number of counties.							
	In Alabama. ¹	In Georgia.	In Kentucky.	In North Carolina.	In South Carolina.	In Tennessee.	In Virginia. ¹	In West Virginia.
40-45.....	1	.....	.....	.....	.....	.....	.....	1
45-50.....	1	.....	.....	.....	.....	.....	3	4
50-55.....	2	1	.....	.....	.....	1	1	5
55-60.....	3	.....	2	2	.....	.....	3	11
60-65.....	6	2	3	3	2	2	13	33
65-70.....	3	3	2	4	3	5	12	5
70-75.....	3	7	2	5	.....	12	5	37
75-80.....	2	4	10	3	.....	10	1	40
80-85.....	.....	2	7	1	.....	9	1	39
85-90.....	.....	1	1	3	.....	4	1	22
90-95.....	.....	1	1	1	.....	3	.....	10
95-100.....	1	.....	.....	1	.....	.....	.....	6
Total counties included.	22	21	28	23	5	46	40	25

¹ In Alabama and Virginia the school age begins at 7 years. In this table it has been reckoned from 6 years.

² In Kentucky 3 counties are not reported; and in North Carolina 4 counties, Avery, Caldwell, Mitchell, and Watauga, have been grouped and treated as 1 county.

The statement is frequently made that large numbers of children in the mountains are entirely out of reach of any school. Unfortunately, no figures are available in regard to this point. An estimate seems the best that can be done here. In the six counties personally investigated the county superintendents estimated that a total of 115 children were not, and had not been, within reach of any school; that is, according to their estimate, 115 children in six counties had no opportunity to attend any school. This represents the number of such children known to school authorities and is probably a very conservative estimate. If these six counties may be considered as representative, there would be in the 216 counties 4,167 children out of reach of school. This is only a little over twenty-seven one-hundredths of 1 per cent of the 1,510,286 children in the entire region. The estimate might be doubled, or even trebled, and still be less than 1 per cent.

That this is a serious condition no one would deny. It is not so bad, however, as is sometimes supposed. In most instances in the six counties visited plans were well in hand to meet the situation. In only one county was this not so. In that county the superintendent was definitely committed to the policy of first building schools in communities where the people wanted new buildings and where they were willing to help construct them. The children who have no schools are usually in communities where the people do not care.

In average attendance the mountain region does not report quite as well as the 8 States in general, and the 98 mountain counties report slightly less than the entire region. In the 8 States, 63.6 pupils, on the average, from every 100 enrolled, attend daily; in the 216¹ counties of the Appalachian region, 63.1 pupils; and in the 98² mountain counties, only 61.2 pupils.

TABLE 4.—*Numbers of children attending daily from every 100 enrolled in the Appalachian counties.*

Attending daily from every 100 enrolled.	Number of counties.								
	In Ala- bama.	In Georgia.	In Ken- tucky.	In North Caro- lina.	In South Caro- lina.	In Ten- nessee.	In Vir- ginia.	In West Vir- ginia.	In the entire region.
30-35.....				1					1
35-40.....				1					1
40-45.....	1		2			1	1		5
45-50.....	2	1	5						8
50-55.....	3	3	7	2	1	2	1		19
55-60.....	5	10	4	6	2		8	1	36
60-65.....	8	6	3	3	1	10	15	7	53
65-70.....	2	1	3	7		15	10	13	51
70-75.....	1			1	1	10	4	2	19
75-80.....				3		3		1	7
80-85.....				2			1	1	4
85-90.....						1			1
90-95.....						3			3
95-100.....						1			1
Total counties included.	22	21	24	26	5	46	40	25	20

¹ Information from 6 of these counties in Kentucky is not available.

² Information from 5 of the 98 counties is not available.

³ In Kentucky information is not available from 7 counties.

Fortunately, in this case, we have also the figures for white attendance only. In the 8 States, the average daily attendance is 64 per cent of the total enrollment; in the 216 counties, 63.8 per cent; in the 98 counties, 61.3 per cent. These figures show the same tendency as those for the total attendance of white and colored.

The percentages of attendance of the Appalachian counties are shown in Table 4.

The low percentage of attendance is explained, in part at least, by Table 5, showing the irregularity of attendance in certain schools. The usual decrease in average attendance during the latter months should be noted.

TABLE 5.—*Monthly average attendance in certain 1-room schools in the southern Appalachians.*¹

States and counties.	Months.								
	First.	Sec- ond.	Third.	Fourth.	Fifth.	Sixth.	Sev- enth.	Eighth.	Ninth.
Alabama:									
Talladega.....	15	24	40	28	29	20	30		
	28	32	35	27	19	15	14		
North Carolina:									
Jackson.....	42	36	24	19					
	37	34	28	28					
Rutherford.....	14	26	25	20					
	25	27	30	23	21				
Wilkes.....	19	21	22						
	21	20	21						
Graham.....	16	11	12	12					
	34	31	24	21					
Tennessee:									
Unicoi.....	20	18	17	15	12	13			
	23	24	23	20	19	18			
Virginia:									
Rockbridge.....	14	16	17	15	15				
	6	6	12	12	15				
Surry.....	26	24	19	14	15	14	15	15	15
	17	15	15	18	18	15	15	15	14
Warren.....	21	19	19	17	20	21	19		
	24	22	19	21	23	20	24		
Botetourt.....	11	19	30	23	18	11			
	15	19	26	25	23	19	17		
Buchanan.....	35	36	32	26	25	26			
	27	26	18	20	23				
West Virginia:									
McDowell.....	32	36	36	33	32	30	28	27	
	46	47	50	50	49	46	46	30	
Mercer.....	8	8	6	8	8	6			
	16	17	14	14	14	11			
Mineral.....	19	18	15	14	11	13			
	31	31	28	18	21	22			

¹ Taken from special reports of county superintendents relative to the monthly attendance in 1-teacher schools for the year 1912-13. Data from individual schools were submitted. The figures used here are those given for the first two 1-room schools that were listed by the county superintendents. Each county is reported from which information was available.

LENGTH OF SCHOOL TERM.

The average length of school terms in these 216 counties varies from 65 to 180 days. Table 7 shows this variation. For the rural schools of the United States the average term was 137¹ days in 1910. For the 8 States in which the Appalachians lie the average length of school term is 123² days; for the Appalachian counties it is 112²

¹ Bulletin, 1913, No. 8, U. S. Bureau of Education.

² These figures are averages of county and State averages, respectively.

days, and for the 98 mountain counties 104² days. The mountain schools are seriously deficient in this respect.

TABLE 6.—*Different lengths of school term in four mountain counties.*¹

Length of school term, in days.	Number of schools.			
	In Hancock County, Tenn., 1913.	In Hawkins County, Tenn., 1913.	In Wise County, Va., 1912.	In Jackson County, N. C., 1913.
Less than 80.....	2	1	5	2
80-85.....	1		5	29
85-90.....			2	
90-95.....	5		4	
95-100.....	2	2	6	
100-105.....	37	8	9	
105-110.....		13	1	1
110-115.....		4	7	
115-120.....		13	6	
120-125.....		46	16	2
125-130.....		16	1	
130-135.....				
135-140.....			1	1
140-145.....			10	6
145-150.....			1	1
150-155.....			1	
155-160.....				
160-165.....			6	6
165-170.....			3	
170-175.....				
175-180.....				
180 or more.....			5	1

¹ Blount and Cumberland Counties, Tenn., report a term of 110 days for all schools.

TABLE 7.—*Average lengths of school term in the Appalachian counties.*

Average length of school term, in days.	Number of counties.								
	In Alabama.	In Georgia.	In Kentucky. ¹	In North Carolina.	In South Carolina.	In Tennessee.	In Virginia.	In West Virginia.	In the entire region.
65-70.....						1			1
70-75.....				1					1
75-80.....				1					1
80-85.....	1	1		9		5			16
85-90.....	1	1		2	4	3			11
90-95.....	1	1		2		5			9
95-100.....	2	3			1	6	2		14
100-105.....	2	6	1	4		8	4		25
105-110.....	5	5	1	2		2	3	1	19
110-115.....	4	1	6	1		3	5	3	23
115-120.....		1	7	1		2	3	1	15
120-125.....	2		5	2		1	3	7	20
125-130.....	2		3			2	6	3	16
130-135.....		1	3			3	6	4	17
135-140.....	1		1			1	2	2	7
140-145.....		1	2	1		1	3	1	9
145-150.....	1						2		3
150-155.....							1		1
155-160.....						2			2
160-165.....								1	1
165-170.....						1			1
170-175.....								1	1
175-180.....									
180.....								1	1
Total counties included.	22	21	29	26	5	46	40	25	214

¹ Information not available from 2 counties in Kentucky.

Not only does the length of the school term vary in different counties, but frequently it varies widely in the same county. Table 6 shows this variation for four counties. As this table indicates, a mere statement of average length of session has very little real significance, since it fails to show either the best or the worst conditions.

The length of school term is increasing all through the Appalachian region. State laws and increased taxation are both factors in bringing about this increase. In Hancock County the average term has been increased from three to five months in the last eight years. In every county investigated such an increase is taking place. This increase must be very great to make the school term of this region equal even to the average of rural schools throughout the United States.

AVERAGE NUMBER OF DAYS EACH CHILD ATTENDS.

Table 8 shows the variation in the number of days' schooling the average child receives in different counties.

TABLE 8.—*Numbers of days the average child 6-20 attends in the Appalachian counties.*

Days the average child attends school.	Number of counties.								
	In Ala-bama.	In Georgia.	In Ken-tucky.	In North Caro-lina.	In South Caro-lina.	In Ten-nessee.	In Vir-ginia.	In West Vir-ginia.	In the entire region.
20-25.....	1			2		1			4
25-30.....	1			1		1			3
30-35.....	3	4	1	3	3		4		18
35-40.....	5	3	2	3	1	4	4		22
40-45.....	6	3	4	4	1	4	3		25
45-50.....	1	7	5	4		5	7	1	30
50-55.....	4	3	6			10	10	6	39
55-60.....			2	4		4	7	5	22
60-65.....	1	1	2			3	2	3	12
65-70.....			1			6	1	6	14
70-75.....				1		5	2	2	10
75-80.....						1		2	3
80-85.....				1					1
85-90.....						2			2
Total counties included.	22	21	1 23	1 23	5	46	40	25	205

¹ Information is not available from 8 counties in Kentucky; and Avery, Caldwell, Mitchell, and Watauga Counties, in North Carolina, have been grouped together and treated as 1 county.

The three items of enrollment, attendance, and length of term are all brought together in showing the average number of days that each child attends school during a single year. In the entire eight States this average is 49.9 days; in the 216 counties of the Appalachian region it is 48.3; and in the 98 mountain counties it is 46. The figures show a slight lack of schooling for the children of the Appalachian region as compared with children throughout the States in which this region lies. When the comparison is made for white

children only, the lack of schooling in the mountains becomes larger in proportion to the number for white children outside.

Stated differently, the average 20-year-old person in the mountain region has attended school only long enough to complete the fourth grade of a city school. Making allowance for poor teachers, poor equipment, and the irregularity of attendance, the average mountaineer actually has not had schooling equivalent to that of a child who has completed the fourth grade in a city school. This is true of the present generation of young people in this region; the older people have received even less.

TEACHERS.

There are almost 25,000 teachers in the southern Appalachian region. It is impossible to make any definite statement concerning their training that will apply to all of the States. Methods of examination and certification vary so much that the percentage of first-grade certificates does not represent the same thing. In none of these eight States does a second-grade county certificate require more than the completion of the elementary school course.

In Georgia, Kentucky, North Carolina, South Carolina, and West Virginia, certificates are issued on State-wide examinations, in which the same questions are used for first, second, and third grade¹ certificates, while higher marks are required for the higher certificates. In Alabama certificates are issued on State-wide examination, with different questions for the applicants for different grades of certificates. Of the 3,416 teachers in the Appalachian section of the State, 1,066, or 31 per cent, hold third-grade certificates. The percentage in individual counties varies from 0 to 54.

Figures for the Appalachian counties in several States are indicated below. The percentages for those holding third-grade certificates only are given. In most instances this represents no further education than that which may be received in the schools in which the individuals concerned are teaching.

Teachers holding third-grade certificates.

	Alabama.	Georgia.	Kentucky.	South Carolina.	West Virginia.
Per cent of teachers holding third-grade certificate....	31	28	10	6	16
Variation in percentage among counties.....	0-54	0-61	0-42	1-11	6-27

While these percentages represent, in general, undesirable teachers, it must be borne in mind that the figures are not comparable between States. It is not at all certain that more of the teachers are undesirable in West Virginia than in South Carolina.

¹The third-grade is the lowest grade of certificate given.

In Virginia certificates are issued on State-wide examinations, the same for the first, second, and third grades, save that there are additional subjects for higher certificates. A little over 17 per cent of the teachers in the Appalachian counties hold third-grade certificates, and the percentage in individual counties varies from 0 to 39.

In Tennessee certificates in the past have been issued by the county superintendents on examinations prepared and graded by themselves. The law has now been changed, and State-wide examinations will be given there in the future.

The reports from Georgia, North Carolina, Tennessee, Virginia, and West Virginia show the number and percentage of teachers with some normal school training in those States. The facts in this respect are indicated below. This includes graduates and those who have had but a single summer school course as well. Very few are normal graduates.

	Georgia.	North Carolina.	Tennes- see.	Virginia. ¹	West Virginia.
Per cent of teachers in Appalachian counties with some normal training.....	15	39	5	15	7
Variation of this percentage among counties.....	0-49	7-93	0-26	0-39	0-42

¹ In Virginia these figures are for teachers holding first-grade or higher certificates.

Supervision of teachers in service, in the strict sense of the word, is very rare. In West Virginia a system of supervision by magisterial districts is being developed, and in Kentucky assistants to the county superintendents are appointed in some of the counties. Experiments in these particulars are being made in some of the other States, but in the main the entire supervision is given by the county superintendents.

In all of the States except North Carolina the county superintendent must be a legal resident of the county in which he serves. The county board of North Carolina may secure a superintendent from outside of the county or State. In any of the States it is practically impossible for the county superintendent to do more than visit each school once, or possibly twice, during the school year. The average number of white schools in an Appalachian county is 76. The average length of the school term is 112 days. By the time a superintendent has attended to necessary office work he is fortunate if he can spend more than two or three hours in each school during the entire year. Such visits as he is able to make, even in the case of competent men, can amount to little more than the most cursory inspection. In practice, at any rate, it seldom amounts to more.

Teachers' institutes of about a week's duration are very generally held in each county of the Appalachian regions, as in other counties in the States. These institutes are usually held during the summer,

with one or more instructors employed from outside of the county. The value of such institutes depends largely on the men employed.

Teachers' training courses in connection with the county high schools have been held in a few instances. Cumberland County, Tenn., may be given as an example. The teacher-training course in 1913 lasted four months. The work began in February, after the country schools closed, and was in charge of the county superintendent. The course was open to any teachers, or any who expected to become teachers. The work consisted largely of reviews of the elementary subjects, with emphasis on methods of instruction. Teachers were allowed to take a part of the normal work, and to spend the rest of their time in the regular high-school courses if they desired to do so. Over 30 of the teachers of the county enrolled.

In several counties throughout the Appalachian section private schools are giving special courses for training teachers. For example, in Blount County, Tenn., there were two private institutions doing normal work. In the other four counties visited there were no facilities for professional training.

Teachers' salaries vary a great deal, not only from county to county, but also within a single county. Table 9 shows the variation of the average annual salary in different counties, and Table 10 shows the variation of salaries within seven counties that were investigated in this respect.

TABLE 9.—Average salaries paid teachers in the Appalachian counties.

Average salary paid teachers for school year.	Number of counties.							
	In Alabama.	In Georgia.	In Kentucky.	In North Carolina.	In South Carolina.	In Tennessee.	In Virginia.	In the entire region.
\$100-\$120.		4		4		1		9
\$120-\$140.		3		6		1	1	11
\$140-\$160.		5		4		8	2	19
\$160-\$180.		1		3		9	3	16
\$180-\$200.		1		3		3	6	14
\$200-\$220.	3	1		4	1	10	2	25
\$220-\$240.	4	3	1			1	5	15
\$240-\$260.	3	1	7		4	3	8	29
\$260-\$280.	2	1	10			3	5	26
\$280-\$300.	2		7			1	3	15
\$300-\$320.	3		3			1	1	10
\$320-\$340.	1		2				2	5
\$340-\$360.	1							4
\$360-\$380.			1	1		2	1	5
\$380-\$400.	1					1		3
\$400-\$420.								
\$420-\$440.		1						1
\$440-\$460.						1	1	5
\$460-\$480.	1							1
\$480-\$500.								
\$500-\$520.	1							1
Total counties included.	22	21	31	1 25	5	1 45	40	25
								214

¹ One county in Tennessee reports an average salary of \$655, and 1 in North Carolina reports an average of \$56.

TABLE 10.—Salaries received by teachers in seven Appalachian counties.

Salaries for school year.	Teachers—						
	In Blount County, Tenn., ¹ 1913.	In Buchanan County, Va., 1913.	In Cumberland County, Tenn., 1913.	In Hancock County, Tenn., 1913.	In Hawkins County, Tenn., 1913.	In Jackson County, N. C., 1913.	In Wise County, Va., 1912.
\$40-\$60.....		1		1			
\$60-\$80.....		3					1
\$80-\$100.....		3	2				
\$100-\$120.....		2		4			3
\$120-\$140.....	1	3	2	4	1	36	3
\$140-\$160.....	7	8	13	5	7	2	5
\$160-\$180.....	28	3	18	33	8		8
\$180-\$200.....	41	1			27	2	13
\$200-\$220.....	30	11	21	1	30	3	11
\$220-\$240.....	5	4	1		12	1	8
\$240-\$260.....	1	1		3	24	5	8
\$260-\$280.....	1	9	1	1	11		9
\$280-\$300.....	1				2	10	7
\$300-\$320.....		3			2	3	6
\$320-\$340.....			1			5	2
\$340-\$360.....							2
\$360-\$380.....		3			1		8
\$380-\$400.....							2
\$400-\$420.....		1	4			4	22
\$420-\$440.....						1	3
\$440-\$460.....		3	1				11
\$460-\$480.....							1
\$480-\$500.....		1	1			1	6
\$500-\$600.....			1			3	8
\$600-\$800.....			1	2		1	3
\$800 and over.....		1	1			2	7

¹ Salaries of 12 teachers in Maryville not included.

The median of the county average is \$237. That is, in 108 counties the average salary is more than \$237, and in 108 counties the average salary is less than \$237. This figure is probably very nearly the average salary in this region. With an average term of 112 days, the average pay for a teacher is therefore very nearly \$2 per day. The nature of averages, however, is such that there are probably many more teachers who receive less than \$237 per year than there are who receive more than that. If we had six teachers receiving \$100 a year and one receiving \$1,000 a year, the average salary would be \$225 a year. The single high salary makes the average misrepresent the actual conditions. Table 10 shows how these averages are made up.

In most of the counties there is nothing to insure higher salaries or precedence to teachers holding higher-grade certificates. In many instances a holder of a third-grade certificate may make application for the same school for which the holder of a first-grade certificate has applied. In some instances holders of third-grade certificates actually receive higher salaries than some of the holders of first-grade certificates in the same county; or they are employed while holders of first-grade certificates can not get schools. This is true, of course, in counties in other sections. A few of the counties pay salaries according to the grade of certificate held; e. g., \$30 a month for a third-grade certificate, \$35 for a second-grade, and \$40 for a first-grade.

While salaries are very low, living expenses, too, are low. In Blount County, Tenn., board and room for the teacher costs from \$8 to \$12 per month; in Buchanan County, Va., from \$6 to \$16; in Cumberland County, Tenn., \$10 to \$15; in Hancock County, Tenn., \$5 to \$9; in Hawkins County, Tenn., \$10 to \$15; in Wise County, Va., \$10 to \$25 in some of the mining towns; and so on. These figures probably are representative of the entire region outside of the large cities.

Even with living expenses as low as they are, it is still true that many of the teachers do not receive a salary large enough to support them for the entire year. This means that they must work at something else, and if they have ability enough to succeed at this other work, they soon stop teaching. Teaching is no more a profession in this section than in the rural portion of most other sections of the country.

In some localities living conditions are such that it is difficult to find teachers who will stay. This accounts for the shortness of some of the school terms and for the lack of schools in some communities. One county superintendent reported that he had solved this problem in his county by turning the school funds for these communities over to church mission boards, and asking them to provide teachers. Three of the six superintendents visited are trying to solve the problem by getting children from these communities to go elsewhere to school, and then return to their home counties to teach. Two of them report that they have found it difficult to get the young people back into these communities after they have once got away.

The average enrollment per teacher for counties varies from 26 to 70. For the entire region the average is 40. These averages are in few cases excessive. Table 11 shows the enrollment per individual teacher in six counties.

Throughout almost the entire region, outside of the cities, text-books must be furnished by the parents. Most of the States have laws providing for the purchasing of text-books for pupils whose parents can not buy them, but these laws are applied only in extreme cases. In very many of the schools the work is hampered by shortage of text-books.

* Not only are the texts often inadequate, but also they are often ill-adapted to use in mountain schools. In one school in a place where wagons could not go children were found reading a story of the personal reminiscences of a street-car horse in New York City. A little girl was found crying on the way home from school because she had misspelled "bohea." A geography class was found naming the three highest peaks in the world, but the pupils did not know in what mountain system they lived nor into what ocean the water in the creek in front of the schoolhouse flowed.

TABLE 11.—*Numbers of pupils enrolled per teacher in six Appalachian counties.*

Pupils enrolled.	Teachers.					
	In Blount County, Tenn., 1913. ¹	In Buchanan County, Va., 1913.	In Cumberland County, Tenn., 1913.	In Hancock County, Tenn., 1913.	In Hawkins County, Tenn., 1913. ²	In Wise County, Va., 1912.
10-15.....	2	5	1	1	.....	5
15-20.....	1	3	7	.....	.....	.....
20-25.....	3	7	5	2	2	7
25-30.....	10	6	7	1	4	6
30-35.....	11	9	8	3	6	13
35-40.....	12	10	7	6	9	13
40-45.....	8	3	8	6	8	9
45-50.....	15	5	7	5	11	4
50-55.....	10	5	5	4	14	13
55-60.....	9	1	1	3	8	8
60-65.....	6	1	.....	8	5	8
65-70.....	10	.....	2	3	9	7
70-75.....	1	.....	.....	.....	1	1
75-80.....	3	.....	.....	1	1	2
80-85.....	1	1	1	5	.....	4
85-90.....	1	.....	1	1	1	2
90-95.....	1	.....	.....	2	.....	.....
95-100.....	.....	.....	.....	.....	.....	4

¹ Enrollment not given for 12 teachers in Maryville, Blount County.² Enrollment is not available for 46 of the teachers in Hawkins County.

Globes, charts, and apparatus of all sorts must, in many instances, be furnished by the teacher, if they are to be used at all. In one of six counties investigated the teachers even had to buy fuel. The superintendent stated that he had required this in order to avoid overcharging and waste, and that he had raised salaries to cover the estimated expense. The average annual salary in that county was \$224 in 1912; out of this fuel was purchased.

Special work—sewing, cooking, woodwork, agriculture, and handwork of various kinds—is being undertaken in a good many of the counties. Buchanan County, Va., has started work in sewing in five schools and has a woodworking shop in connection with one of the two-room schools. Cumberland County, Tenn., has a potato club of about 40 members; a corn-acreage contest, limited to boys, and in charge of a corn demonstrator; a newly organized girls' canning club; and a farmers' cooperative store. Hawkins County, Tenn., has a boys' corn club of about 20 members and five or six debating societies. Wise County, Va., has sewing in some of the schools, a boys' corn club, debating societies rather well organized, taking in a good many one-room schools, and plans were laid for a school fair the following year. There are six high schools in the county and they have a thriving athletic association and an annual declamation contest. Jackson County, N. C., has a county commencement, a boys' corn club, and county declamation, recitation, and spelling contests. These are five of the seven counties investigated in regard to special activities of various kinds. The other two counties reported no special activities in connection with their school work.

Besides these special forms of school work, basket suppers are frequently given in the separate schools to raise funds for school purposes—special equipment, decorations, or libraries. Hawkins County reports \$1,486 raised during one year in this way.

School libraries are finding their way into most of this region. Figures are available from all of the States except North and South Carolina. There are 185 Appalachian counties in the six States from which these figures are available, and in only 23 of these counties are no school libraries reported. The number of libraries in a county varies from 1 to 164. In all, 4,089 libraries are reported. The average number of volumes in libraries is over 60 in three-fourths of the counties.

SCHOOLHOUSES.

The character of schoolhouses varies from the log-cabin type, without glass in the windows and with homemade benches, to the most modern of buildings, fitted with furniture and appliances of the very latest and best design. The average condition is probably below that of other sections of those States.

The value of buildings is the most available figure to represent their general condition, but it must be remembered that building material costs less in the mountains than in most sections of the country and that labor is often donated. The accompanying photographs should give some idea of what is meant by the various values.

Table 12 shows the average values of building by counties and Table 13 shows the value by individual buildings in six counties.

TABLE 12.—Average values of school buildings in the Appalachian counties.

Average value of school buildings.	Number of counties.								
	In Alabama.	In Georgia.	In Kentucky.	In North Carolina.	In South Carolina.	In Tennessee. ¹	In Virginia.	In West Virginia.	In the entire region.
Less than \$100.....			1				1		2
\$100-\$200.....				2		1	2	1	6
\$200-\$300.....		3	8	5		4	2	3	25
\$300-\$400.....	2	4	7	4		3	3	2	25
\$400-\$500.....	2	2	6	1		7	1	4	23
\$500-\$600.....	3	2	5	2		9	2	3	26
\$600-\$700.....	2	2	2	5		4	4	1	20
\$700-\$800.....	4	1		3		4	5		17
\$800-\$900.....	2	2	1		2	3	3	2	15
\$900-\$1,000.....	1	1		1	1	1		2	7
\$1,000-\$1,100.....	2						1		3
\$1,100-\$1,200.....		1				1			3
\$1,200-\$1,300.....				2		1	6	1	10
\$1,300-\$1,400.....		1			1		4	1	7
\$1,400-\$1,500.....		1						2	3
\$1,500-\$1,600.....						1	1		2
\$1,600-\$1,700.....						1			1
\$1,700-\$1,800.....	1						1	1	3
\$1,800-\$1,900.....	1							1	2
\$1,900-\$2,000.....				1	1			1	3
\$2,000-\$3,000.....	1					1	1		3
\$3,000 and over.....	1	1	1			3	2		8
Total counties included.	22	21	31	26	5	44	40	25	214

¹ Information is not available from 2 counties in Tennessee.

TABLE 13.—*Values of school buildings in six Appalachian counties.*

Value of school buildings.	Buildings.					
	In Blount County, Tenn., 1913.	In Buchanan County, Va., 1913. ¹	In Cumberland County, Tenn., 1913.	In Hancock County, Tenn., 1913.	In Hawkins County, Tenn., 1913.	In Wise County, Va., 1912.
Less than \$100.....			8		1	2
\$100-\$200.....	13	1	5	6	5	7
\$200-\$300.....	14		6	4	7	7
\$300-\$400.....	24	5	9	6	19	4
\$400-\$500.....	23	1	6	4	12	4
\$500-\$600.....	12	9	8	5	7	11
\$600-\$700.....	2	9	1	7	5	1
\$700-\$800.....	1	16		2	13	1
\$800-\$900.....	3	2	2	2	3	3
\$900-\$1,000.....					2	2
\$1,000-\$1,100.....	2	2	2		5	3
\$1,100-\$1,200.....						
\$1,200-\$1,300.....		1		1	4	
\$1,300-\$1,400.....						
\$1,400-\$1,500.....	1					1
\$1,500-\$1,600.....			1	2		2
\$1,600-\$1,700.....		2				
\$1,700-\$1,800.....						
\$1,800-\$1,900.....						
\$1,900-\$2,000.....						
\$2,000-\$3,000.....		1			2	7
\$3,000 and over.....	2	1	2	2	3	11

¹ The values of 5 buildings in Buchanan County are not given.

Building is going on at a rapid rate. The figures given for Wise County, Va., are for the year 1911-12. During the year 1912-13 seven new schools were built, and in two instances involving consolidation. This consolidation is made possible by improved road conditions. In Buchanan County, Va., they have rebuilt nearly half of the school buildings in the last four years. Almost 78 per cent of the school funds of the county were used for building purposes in 1912. Cumberland, Hawkins, and Blount Counties, Tenn., are rebuilding at a rate sufficient to replace all school buildings in about 20 years. Hancock County has built nine new buildings in the last two years at an average cost of a little over \$500 each.

School consolidation is going on in most of the counties. In all of the six counties visited this is true to some extent. In Hawkins County, Tenn., 31 school buildings have been abandoned through consolidation in the past nine years. Just how far this movement can go in a very mountainous county is difficult to say. It seems reasonable to hope that eventually, with improved roads and by the use of transportation, the average school might be made to serve a territory of 12 square miles. If this can be accomplished, the number of white schools in these 216 counties will be reduced from 16,430 to 8,115. The actual number of schools serving different areas in three counties is shown below.

Extent of areas served by schools.

	Cumber- land. ¹	Hawkins.	Wise.
Schools serving—			
Less than 4 square miles.....		5	86
4 to 8 square miles.....	6	87	17
8 to 12 square miles.....	24	9	40
Over 12 square miles.....	25	.....	9

¹ Cumberland is a large county with sparse population. In some sections of the county there are many square miles with few or no inhabitants.

In these counties, at any rate, there are as many schools that serve too small an area as there are that serve too large an area.

There are schools doing from one to four years of high-school work in most of the Appalachian counties. In only 47 of the 216 counties are no such schools reported. Many of the high schools in the mountains have courses of only one or two years above elementary work. In general the character of this high-school work is formal and academic. In some instances, however, definite attempts have been made to introduce agriculture, domestic science, and like subjects into the curriculum and to adjust the high-school work to real community needs.

The counties having no high schools in 1912 were situated mainly in Kentucky and Tennessee, where there were, respectively, 17 and 14 such counties. There were also 5 counties in Georgia, 1 in North Carolina, 4 in Virginia, and 6 in West Virginia with no high schools.¹

Table 14 shows the number enrolled in high school from every 1,000 children between the ages of 6 and 20, inclusive.

TABLE 14.—*Number of pupils enrolled in high school from every 1,000 children 6 to 20 years of age in the Appalachian counties of six States.²*

Enrolled in high school from every 1,000 children 6 to 20.	Counties.						In the Appala- chian region in these States.
	In Ala- bama.	In Geor- gia.	In Ken- tucky.	In North Carolina.	In Ten- nessee.	In Vir- ginia.	
0-5.....		4	8	2	4	1	17
5-10.....	3	9	3	4	4	1	24
10-15.....	4	1	.....	4	3	3	15
15-20.....	4	2	.....	6	1	2	15
20-25.....	6	.....	.....	1	4	7	18
25-30.....	1	.....	1	1	4	2	9
30-35.....	1	.....	.....	1	2	5	9
35-40.....	2	.....	.....	2	2	5	11
40-45.....	.....	.....	.....	.....	2	3	5
45-50.....	.....	.....	.....	.....	2	3	5
50-100.....	1	.....	.....	.....	2	4	7
100 and over.....	.....	1	1	.....	.....	.....	2
Total counties included.....	22	22	30	22	44	40	180

¹ Since 1912 a few additional mountain counties have established high schools.

² This information is not available from the 30 Appalachian counties in South Carolina and West Virginia. In Georgia, 5 counties have no high school; in Kentucky, 17; in North Carolina, 1; in Tennessee, 14; in Virginia, 4; in the entire Appalachian region in these States, 41.

SCHOOL EXPENDITURES.

The annual expenditure per capita of school population (6 to 20, inclusive) in the eight States is \$6.60. In the 216 counties of the Appalachian region it is \$6.41, and in the 98 mountain counties it is \$4.79.

In all statements involving dollars and cents, one must bear in mind that many of the necessities and comforts of life are cheaper in the mountain region than in many other sections of the country. Nevertheless, the disparity in expenditures for the mountain child and for the child throughout the remainder of the country is too great to be explained in this way, and the opportunities of the children for education in this section are less than elsewhere.

Table 15 shows the average expenditure per child in the Appalachian region by counties. It is worthy of note that there are 100 counties in which the annual expenditure for each child of school age is less than \$5 and that in two counties it is less than \$2. The contrast in educational conditions in this entire region is brought out by the fact that there are 29 counties expending over \$10 for each child, and two counties more than \$15.

TABLE 15.—*Amounts expended per child (6-20 years of age) in the Appalachian counties.*

Expenditure per child 6-20 per school year.	Counties.								
	In Ala- bama.	In Geor- gia.	In Ken- tucky.	In North Caro- lina.	In South Caro- lina.	In Ten- nessee.	In Vir- ginia.	In West Vir- ginia.	In the entire region.
\$1-\$2.....						2			2
\$2-\$3.....	2	7		3		1	1		14
\$3-\$4.....	7	9		7	3	14	3		43
\$4-\$5.....	11	4	10	4	2	6	4		41
\$5-\$6.....	1		17	5		10	8		41
\$6-\$7.....				2		6	6		14
\$7-\$8.....			1	1		4	6		12
\$8-\$9.....							3	5	8
\$9-\$10.....		1	1	1			1	3	7
\$10-\$11.....	1					2	5	5	13
\$11-\$12.....							1	7	8
\$12-\$13.....								2	2
\$13-\$14.....							1	1	2
\$14-\$15.....							1	1	2
\$15 and over.....						1		1	2
Total counties included.	22	21	1 29	1 23	5	46	40	25	211

¹ Information is not available from 2 of the counties in Kentucky; and Avery, Caldwell, Mitchell, and Watauga Counties in North Carolina have been grouped together and treated as 1 county.

The expenditure per child enrolled and the salary cost per child enrolled show about the same facts as the expenditure per child. The general facts concerning these three items are shown below.

School expenditures per child.

	Expenditure per child 6 to 20 years of age.	Expenditure per child enrolled.	Expenditure for salaries per child enrolled.
In the entire United States in 1911.....	\$16.09	\$23.56	\$14.06
In rural schools in the United States in 1910.....			10.60
In the 8 States.....	6.60	10.37	6.26
In the 216 Appalachian counties.....	6.41	¹ 9.58	¹ 6.41
In the 98 mountain counties.....	4.79	² 6.54	² 4.66

¹ Information from 2 counties is not available.

² Information from 1 county is not available.

The percentage of the total school expenditures paid to teachers varies greatly. The amount will, of course, vary as the amount of expenditures for new buildings and equipment varies. The 22 per cent reported paid to teachers in one county is too low even with great activity in building. Percentages over 90, reported in 12 counties, are high and indicate no building activities. The median for the 216 counties is 68.5 per cent, and probably represents the normal proportion for this region at this time. Table 16 shows the variation among the 216 counties in this respect. The 26 counties paying their teachers less than 50 per cent of the total school fund are probably those that are doing much building.

TABLE 16.—Percentages of school expenditures that are paid to teachers in the Appalachian counties.

Paid to teachers from total school expenditure.	Counties.								
	In Alabama.	In Georgia.	In Kentucky.	In North Carolina.	In South Carolina.	In Tennessee.	In Virginia.	In West Virginia.	In the entire region.
<i>Per cents.</i>									
20-25.....							1		1
25-30.....						1			1
30-35.....				1		1			2
35-40.....				1		4		1	6
40-45.....		1	1	1		3	2		8
45-50.....			1	1		4	1	1	8
50-55.....	2			4		6	5	1	18
55-60.....	3		1	5		3	5	2	19
60-65.....	5			3		8	3	8	27
65-70.....			2	3	1	3	10	7	26
70-75.....			7	4	1	3	7	5	27
75-80.....	3	2	9	3		2	2		21
80-85.....	3	4	5		2	5	4		23
85-90.....	3	6	4		1	2			16
90-95.....	1	8	1						10
95-100.....	2								2
Total counties included..	22	21	31	26	5	¹ 45	40	25	215

¹ Information not available from 1 county in Tennessee.

PRIVATE SCHOOLS.

There are two widely prevalent misconceptions concerning private elementary schools in the mountain region. One is that private schools are the only educative agents in this region; the other is that the private schools are so good and so numerous as to be an excuse for poor public schools. Both ideas are based on an overestimation of the extent of private school work. There are people who claim that the private schools in the Appalachian counties do so much of the work done by public schools in some sections of the country that a study of the public schools alone is of little or no real value in determining the educational status of these counties.

Unfortunately, private school statistics are available only from the States of Alabama, Kentucky, Tennessee, and Virginia. These four States, however, may be considered as typical, and they actually represent 139 of the 216 Appalachian counties. In 54 of these 139 counties there are no private schools doing elementary or secondary work. In the 75 counties having private schools the percentage of the total elementary and secondary enrollment that is in private schools varies from three-tenths of 1 per cent to 16.6 per cent. Information for the States individually follows:

In Alabama 2.8 per cent of children in primary and secondary schools are enrolled in private institutions. Of the 22 counties in the Appalachian section of the State, only 9 report any private schools at all. In these 9 counties the variation in percentage of pupils enrolled in private schools is from 1.1 to 8.4.

In Kentucky 3.1 per cent of the total school enrollment is in private schools. There are private institutions doing elementary or secondary work in 19 of the 31 Appalachian counties, and the percentage enrolled in private schools in these 19 counties varies from 0.3 to 13.7.

In Tennessee 2.6 per cent of the total elementary and secondary enrollment is in private schools. There are private schools in 22 of the 46 Appalachian counties, and the percentage enrolled in private schools in these 22 counties varies from 2 to 16.6.

In Virginia 3.8 per cent of the total enrollment in schools below college rank is in private institutions. There are private schools in 25 of the 40 Appalachian counties, and the percentage enrolled in private schools in these counties varies from 0.3 to 14.1.

Where there are successful private schools, they draw students from more than one county. This accounts for the occasional high percentage of pupils in the private schools of a county.

These figures indicate that private elementary and secondary schools are not doing as much of the educational work in these States as is often supposed. They certainly are not taking, and

never can take, the place of the public schools. Their function would seem to be either to work in communities where public schools can not be maintained, as indicated previously, or to do work better than the public schools are doing, or to do work of a kind that public schools are not doing, or to supplement the public schools in such a way as to induce the people themselves to demand better public schools. In the last three cases the aim should be to do the work in such a way that it can be imitated by the public schools and that the work may be taken over by the public schools as soon as possible without loss of efficiency. It is unfortunate when the presence of a private school prevents the establishment or improvement of a public school that would do the same work.

This discussion, of course, concerns only elementary and secondary schools. Colleges, normal, professional, and industrial schools, both private and public, deserve special consideration that it is impossible to give in this brief study.

SUMMARY.

The following general conclusions in regard to educational conditions in the Appalachian region seem warranted by this study.

Conditions vary from the very worst to very nearly the best, and are constantly improving. New buildings are replacing the old; modern equipment is being introduced; the school term is being lengthened; special activities of many kinds are coming to supplement the traditional work; and public sentiment is aroused. The school enrollment, attendance, and term in the entire region are a little worse than throughout the other portions of the States in which the mountains lie; some counties are well above the average, and there are some counties that are very much below any reasonable standard.

✓ Teachers' salaries are low, even when the low cost of living is taken into account. Most of the teachers have little or no professional training. Facilities for such training are increasing, and such training will necessitate higher salaries. Supervision is inadequate. Even good teachers need good supervision; young and untrained teachers, as most of the mountain teachers are, have especial need of assistance and suggestion.

The curriculum is often haphazard, and the texts are a painful misfit. State courses of study, in the States in which they exist, can not meet all the varying need of communities as diverse as the communities in this region. It is very rare for any other course of study to exist, much less be in force, in any locality. Most of the texts used are those written for city schools.

Special activities in the form of parents' clubs, school improvement associations, corn, potato, tomato, and canning clubs, manual

training, domestic science and domestic art, debating clubs, athletic meets, and school fairs are being introduced into some communities.

The expenditure for education is very much less than it should be. Nowhere is it as much as the people can afford. Even where rates of taxation are high, the valuation of property is often so low as to make the tax on actual values very low. In Tennessee, where the law requires assessment at full value, it is commonly stated that assessment is usually at about one-third of the value. In one county in that State the county clerk declares that the usual assessment is not more than one-sixth of the full value. But this condition of affairs is not peculiar to those counties or to the States in which they are.

Private schools are supplementing the work of the public schools in many places. Some of the private schools are doing only common-school work, and are doing it no better than the public schools can do it. On the other hand, many of them are doing more and better work than the public schools, and are working in places that the public school has failed to reach.

In many cases efforts at improvement lack definite aim and organization. This is true of the work both of public and of private schools. Some county superintendents follow the definite policy of building new schools in places where the people want them and are willing to help in their building, even though there may be other communities absolutely without school facilities. Private schools are sometimes located without reference to public schools, or even to compete with other private schools that are really meeting the needs of a community. Church schools have been transgressors in this regard. In some instances rather poor private schools are preventing the establishment of public high schools which might be made to serve the people much better.

Public sentiment in favor of good schools is developing; in the several State legislatures representatives from these counties usually favor increased levies or appropriations for schools, and other progressive education measures. This is a fundamental movement, and is the most hopeful aspect of the educational situation. When public opinion—representing appreciation of education, desire for better opportunities for the children, and belief in the ability of the people to help themselves—is fully awake, the conditions here will improve rapidly, as they have done elsewhere.

The way to help these people, the only effective way, is to help them to help themselves.

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